NWU®

ITMAGAZINE

delivering THE IT promise

IT@nwu

Aug

2018

The year 2018

"IT is preparing itself for the new era as well. We've been striving towards unity in IT for some time, and although we have achieved a lot, there is still some way to go. IT slowed down but was definitely not derailed by these events and we kept our focus on the mission of IT" says Chief Director IT: Boeta Pretorius

August 2018

CONTENT

Showcasing
IT@NWU's 2018 journey

04 **Lead through inclusion...**
Meet newly appointed Chief Director IT: Boeta Pretorius

08 **VC's IT director**
Meet our newly appointed Director IT Vaal Triangle Campus

Besides VC's IT director, Motlokwe Thobejane is "co-founder of Mohlotlo Thuto Foundation. He is a blogger, and also United Nations (UN) Volunteer...

10 **IT@NWU: Management team**
Our structure and reporting lines

12 **Apereo Africa 2018**
The 2018 Apereo Africa conference was held at the North-West University in Potchefstroom, South Africa, on the 8th and 9th of May 2018.

14 **Let's meet...**
Dr. Elma Marais lecturer in Afrikaans for Education at the Faculty of Education on the Potchefstroom Campus.

"I took one of my theme park Lego sets to class (the Ferris wheel) and told the students that the Ferris wheel was their setting."

18 **Introducing...**
Lane Bunt

"Students in our classes (in 2018) are completely different to the students of previous years..."

22 **Let's meet...**
Stephan Steyn: *"Technology assists in reaching students"*

26 **Let's meet...**
Dr. Amanda du Plessis: *"I learned to incorporate technology and multimedia in my teaching and learning methods.*

"The first step was to move away from hardcopy study guides to an online, interactive study experience on eFundi."

30 **Prof Kgwadi and Prof Fika Janse van Rensburg** together with other University Management, paid IT@NWU: VC a visit.

32 **The annual teaching and learning conference 2018**
Embracing institutional Change Responsiveness, Collaboration and Success.

34 **New Service Manager System**
IT-Help is soon going to be replaced with a new system.

36 **NATE 2018: ASAUDIT**
The National ASAUDIT Technology Event brings the higher education ICT community together to share ideas, learn from experiences and build a network of fellow practitioners.

38 **Intercultural Communication Workshop**

The NWU DVC: Research & Innovation- Prof. Refilwe Phaswana-Mafuya cordially invited everyone to a prestigious Intercultural Communication Workshop that was being held by the Office of Global Engagement on the three campuses.

40 **IT SERVICES**
Office Telephones
Change Service Class & Pick Groups

42 **IT SERVICES FOR STUDENTS**
Offers a range of services to students with their IT-related needs.

46 Take note
Back it up

"The only way to protect yourself against valuable data loss is through regular backups. Ideally, important files should be backed up at minimum once a week, or every day, depending on how critical they are to you"

48 **RANSOMWARE**

"Have become a growing cyber security threat"

50 Personalia

LEAD THROUGH INCLUSION

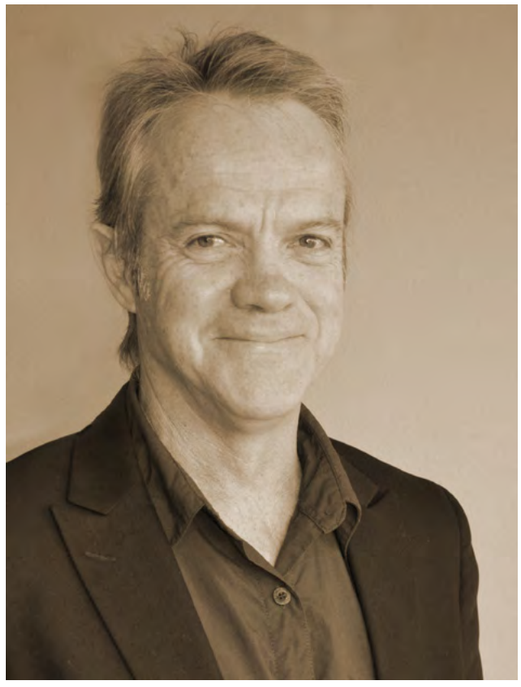
"WE ARE IN A TECHNOLOGICAL REVOLUTION THAT WILL FUNDAMENTALLY ALTER THE WAY WE LIVE, WORK, AND RELATE TO ONE ANOTHER. IN ITS SCALE, SCOPE, AND COMPLEXITY, THE TRANSFORMATION WILL BE UNLIKE ANYTHING HUMANKIND HAS EXPERIENCED BEFORE..."

Preface and introduction

"We do not yet know just how the future will unfold, but one thing is clear: the response to it must be integrated and comprehensive, involving all stakeholders of the global polity, from the public and private sectors to academia and civil society. IT stands in the middle of this revolution and therefore needs to understand it, especially how it will grow and transform the NWU. There are no specific plans at the moment but interesting times lie ahead…"

NEWLY APPOINTED

Chief Director IT: Boeta Pretorius



Is he looking forward to his new position? "Yes I am very excited. I started a journey three years ago and I want to finish it. A unitary University with a sound strategy poses many challenges for IT and we will be a leading partner in transforming and positioning the NWU as a unitary institution of superior academic excellence through the use of Information Technology. " He adds that his orientation towards people, leadership skills, holistic knowledge of IT, and the University best prepared him for this position.

With regards to his educational path, Boeta informed: "I actually always wanted to be an engineer (like my father was), but in the 1980s computer science sounded modern, fresh and the career of the future. I studied Computer Science and the mathematical and statistical sciences were always my first interest. However, modern IT is something totally different these days. A person in my position needs to understand the value IT can bring to an organisation, but should also understand the inner workings of the University, including capabilities, processes, politics, people, etc."

CAREER PATH JOURNEY

TIME TO

Unfold the past
and embrace the present

The newly appointed Chief Director of IT started his career journey as junior lecturer at Computer Sciences. It led him to this very challenging position where he, his team of managers, and everyone at IT will strive for excellence. He has managed different portfolios in his career, ranging from the Service Desk and Client Services to Academic Solutions, and serves on the board of ASAUDIT (Association for South African Directors of IT).
The new, fresh challenges confronting IT on a daily basis and the ever-changing IT landscape motivates him to make a difference, also in terms of the client's experience of IT.

FOCUS FOR 2018

There have been many challenges in 2018, of which a stable staff complement is the most important. User expectations and demand will have to be balanced with the available capacity, with the focus firmly on the customer experience. We will have to work smarter, not harder, and build on the unitary IT we've been working so hard on for the past few years. The top 10 priorities for IT in 2018 are:

1. Retention and reskilling of workforce.
2. Demand management.
3. Alignment with NWU success plan
4. Establish software architecture practices and reconstruct some infrastructure strategies.
5. SIS renewal
6. Improving business continuity, risk, and security
7. Moving from current LMS to NGDLE
8. Infrastructure renewals
9. Work smarter not harder
10. Improving effectiveness.

Back - left to right: *Wilhelm Van Belkum, Danie Stoop, Pieter Enslin and Motlokwe Thobejane.*
Front - left to right: *Mari Prinsloo, Claudia Pietersen, Boeta Pretorius and Rika Nieuwoudt.*

Personal background... Boeta grew up in Potchefstroom and completed his high school education at Hoër Volkskool in Potchefstroom. His hobbies includessports such as cycling, running, and a bit of swimming. It also includes any handwork, as the results can be seen and felt.

Choice of music... I grew up in a classical family but was a bit of the odd one out. Most young people in the 70s and 80s listened to hard rock, and so did I. My choice of music depends on the mood, but you will always find a Neil Young, Leonard Cohen or Bob Dylan song somewhere in the mix.

Happiest moments... Apart from the privilege of this position, few things that stand out in my life - my choice of life partner, a highly talented daughter, and a sporting career which enabled me to see the world. This also includes any time I have worked very hard for a long time and reached my goal in the end, especially when it also influences the lives of others.

What affects you the most? It makes me sad when people disappoint me, especially in their approach and attitude.

Lasting impressions... All my predecessors had some sort of an impact on my life.

What is your motto in life? Caring about your people, will lead to motivated, happy people which will create a positive environment in which everyone will work towards common goals.

FUN SCENARIO

If you were stranded on a deserted island...
what will your choice of three things be and why?

“No technology, enough good wine, and my wife. If I could sneak in my mountain bike without her noticing, I would take that as well!”

Motlokwe Thobejane

VC'S IT DIRECTOR

NEWLY APPOINTED DIRECTOR IT
VAAL CAMPUS

Besides VTC's IT director,
Motlokwe Thobejane is "co-founder of Mohlotlo Thuto Foundation. He is a blogger, and also United Nations (UN) Volunteer.
Motlokwe is an IT specialist and holds a Master of Philosophy (MPhil) in Informatics. He is passionate about writing, education and youth development." On 2 March 2018, one month after he joined IT on 1 February, Motlokwe Thobejane appeared on an episode of BUAtv where the focus was on Information Technology. He gave invaluable information with regards to why the IT department is doing so much more than meets the eye… To view this episode, visit: https://www.youtube.com/watch?v=GtelB3PwX1I

CAREER BACKGROUND

Let us take a peak into the world of Motlokwe Thobejane
as we trace his life journey
and career path.

Starting a new job is tough, no matter how you slice it. When asked whether he was excited about his new position he responded:" Yes – to make an appreciable contribution to ensuring that NWU IT is fulfilling its vision to becoming the enabler of University core business. I have plied my trade across diverse environments and industries, at companies like British American Tobacco (BAT) as Infrastructure/Application Support Analyst (Stellenbosch); ArcelorMittal as System Analyst (Saldanha Bay); SASOL as Lead Network Analyst (Sasolburg); EMC (now Dell-EMC) as Implementation Specialist (Bryanston), and Accenture as Cloud Technical Architect Manager (Woodmead), before joining the NWU."

Motlokwe revealed that he had always been interested in IT and shared how his educational path had prepared him for his new position: "I studied BSc: Computer Science (University of Limpopo), did my BSc Honours: Information Systems (UNISA), and continued with an MPhil: Informatics (University of Pretoria).

Current aspirations
"I am broadening my IT career by pursuing a PhD in IT Management at the University of Johannesburg (UJ)."

DEVELOPMENT
Youth

Source of motivation
His motivation sprouts from a drive to help his team, and to help them achieve what they prioritise as important. He is a firm supporter of trust and respect, and feels that the areas he wants to focus on are building a high-performance IT team, achieving operational excellence, stakeholder engagement, and customer service excellence.

Motlokwe grew up in Morapaneng, Sekhukhune in the Limpopo province. His schooling started at Mpetjie Primary School and he attended various high schools – Tekanang, Makuane, and Lesailane (where he passed matric in 2003).
His favourite pastimes include teaching and mentoring learners through his NGO Mohlotlo Thuto Foundation (MTF) and occasionally writing for News24Voices.
To relax, he plays with his one-year-old son, Boikgatsho, watches soccer, reads, and enjoys various types of music, mainly local.

Appreciation awards In an effort to demonstrate recognition of the achievements of his team, Motlokwe started this initiative as an important vehicle to build trusting relationships among team members and to start appreciating everyone's efforts. The initiative kicked off in February of this year, and at the moment it is only for Vaal IT members. However, Motlokwe has expressed the hope to expand it to include the whole of NWU IT.

He further explains that the outcome should result in "bringing strength and appreciation as well as trust among us, create a vibrant and energetic atmosphere, and steer towards a sense of pride for being part of this team and the University at large".

The appreciation award is a monthly event at the Vaal Campus. "Our Chief Director IT: Boeta Pretorius is our resident guest who attends our sessions virtually every month. We also invite other members of senior management (DVC, Executive/ Deputy Deans, etc.) to join us on a monthly basis."
He also states: "Thus far I'm happy that the colleagues understand what it is that we intend to achieve. They understand that it is not to create a competition among them, but a platform to appreciate and strengthen the relationship of the team members, in an atmosphere where everyone can feel appreciated..."

The Appreciation Award winners thus far are:
Robert Azwidowi - February
Lorika Jansen – March
Nkululeko Khomo - April
Susan Wolff - May

Motlokwe also started an initiative called Motivation Tuesday – which provides members of the team the opportunity to share a motivational message, be it in the form of a short video clip, audio, song, article, blog entry, or the like. It started with the Vaal IT team, and now all three campuses are taking part.

IT@NWU: MANAGEMENT TEAM

OUR STRUCTURE
and reporting lines

ADELLE LOTTER

ACADEMIC & OFFICE SOLUTIONS (AOS)

- Teaching, learning and research applications
- Content and collaboration
- Productivity and office solutions

PIETER ENSLIN

ARCHITECTURE & MIDDLEWARE (ARC)

- Orchestrates shared functionality and data exchanges between different systems
- Oversees big-picture design
- Aligns overall system architecture

MARI PRINSLOO

BUSINESS SYSTEMS (BSS)

- Business administrative systems
- Business process analysis and process optimisation

- Monitors availability
- Systems and virtualisation
- Advanced technical support
- Data centres
- Physical infrastructure

OPERATIONS & INFRA-STRUCTURE (OI)

WILHELM VAN BELKUM

Across all three **CAMPUSES**

CLAUDIA PIETERSEN

RIKA NIEUWOUDT

IT@NWU SUPPORT SERVICES

- Staff Service
- Desk Student
- Service Desk
- Training
- Infrastructure
- Support

MOTLOKWE THOBEJANE

DANIE STOOP

- Sound and visual systems
- Class-room technologies
- Research support equipment
- Automation & monitoring

ELECTRONIC SERVICES (ES)

- e-Conferencing systems
- Fire detection systems
- Security systems: Access control alarms and CCTV
- Gate and perimeter control: Parking systems and various other electronic systems, such as: studio equipment, FM transmitters and transmitter links.

Introduction

The 2018 Apereo Africa conference was held at the North-West University in Potchefstroom, South Africa, on the 8th and 9th of May 2018.

- A Tsugi workshop followed on the morning of the 10th of May. The conference was hosted by OpenCollab and the NWU. This conference annually brings together institutions with an interest in Apereo products to share experiences and be informed by the Apereo leaders.
- Day one kicked off with a hearty welcome from the NWU's Chief Director of IT, Mr Boeta Pretorius. Mr Ian Dolphin, executive director of the Apereo Foundation, updated conference members on their products, services, and their strategy for moving forward in support of the NGDLE (Next Generation Digital Learning Environment). The keynote speaker, Prof Robert Balfour, NWU Deputy Vice-Chancellor: Teaching and Learning, elaborated on the NWU's teaching and learning strategy.
- The keynotes got everyone off to a good start and the rest of the conference was characterised by presentations that maintained a good balance between strategic, practical and technical content, that was well received by all attendees.

Mr Ian DOLPHIN

Executive Director of the Apereo Foundation

- Three lecturers from NWU, Prof Alfred Enrico, Mr Lance Bunt, and Dr Elma Marais showcased very different uses of technology to enhance the learning experience of their learners and support their teaching approaches.

The use of data and analytics were addressed by two of the four international speakers:

- Ian Dolphin (Executive Director, Apereo Foundation) did a presentation on open learning analytics and addressed the importance of being open about working with personal data and how algorithms are being applied.

- Anthony Whyte (University of Michigan, 2013 Apereo Fellow) talked about the work that has been done in terms of solutions for collecting data from a wide variety of learning applications via the Caliper Analytics© standard. The NGDLE propagates an environment where many applications will be used in teaching and learning. Caliper can have a significant impact on the collection of learning data for analysis and reporting.

ABOUT

Apereo

Support software used in thousands of educational institutions worldwide.

Apereo is a global network with member institutions on six continents

Read more
https://www.apereo.org/

Dr Chuck Severance (Associate Professor of Information, University of Michigan and the first architect of Sakai), another international speaker, entertained us with views on and comparisons of various LMSs, his work on Tsugi, and all the marketing endeavours for Apereo he is involved in.
Mr Francois Campbell (OpenCollab) gave invaluable information about how the monitoring of Sakai systems and his colleague, Mr Andrew Eames, got everybody excited about all the new features in Sakai 12.
In order to demonstrate the central role of video in online courses, Ms Samantha Lee Pan and Mr Corné Oosthuizen (UCT), explained its increasing use.
Delegates from all attending institutions shared their use of Apereo products, the issues they were facing, and their plans for the year to come.
On the last afternoon, the fourth international speaker – Mr Julian Tenney from the University of Nottingham – presented a workshop on Xerte. Xerte is an Apereo Community project that provides a full suite of open-source tools for eLearning developers and content authors that produce interactive learning material.
A big thank you to the 60 delegates from 13 institutions that attended. A special thank you to OpenCollab – our main sponsor, our international guests from Apereo, and the two delegates from Ghana.

Day one kicked off with a hearty welcome from the NWU's Chief Director of IT, Mr Boeta Pretorius.

APEREO AFRICA 2018

EFUNDI

and other technologies changes

the way students think...

Meet dr Elma Marais, lecturer in Afrikaans for Education
at the Faculty of Education on the Potchefstroom Campus.

What motivates you to come to work every day and make a difference?
It might sound cliché'd, but teaching truly is a passion of mine. I always knew that I wanted to teach, and for me the greatest reward of my work is seeing a student or child understand something for the first time. A student achieving his/her potential gets me up and going to work, and I truly feel that educating our society can bring about change and a better life for all.

Let's meet...

DR ELMA MARAIS

JOB DESCRIPTION

and responsibilities

Teaching Afrikaans content and methodology to undergraduate and postgraduate education students at lecturer level in the School of Languages at the Potchefstroom Faculty of Education.

Which subjects do you teach?

- AFRI 111 – Text and the Curriculum for intermediate phase
- AFRI 211 – Norms in Afrikaans for intermediate phase
- AFRI 412 – Afrikaans communications skills
- AFRD 322 – Afrikaans methodology
- TOAF 673, TOAF612 and TOAF 671 – Honours modules focussing on children's literature, 2nd language teaching, and incorporating technology into the classroom.

MORE ABOUT THE TECHNOLOGY DR ELMA MARAIS USES

THE ADVANTAGE

of using technology
in Learning and Teaching

"Technology gives me the opportunity to bring about a more interactive classroom. It also allows me to explore different methods of facilitating student learning. I track my students' progress during the semester and this gives me the opportunity to use adaptive teaching and learning, and thereby help the student achieve success."

What led to your decision to change the way you teach? Teaching the traditional way did not allow me to track my students in real time, so I had no idea when they were stuck in terms of content or experiencing problems on a personal level. Using eFundi as a means to facilitate learning gives me a chance to guide students.

My first attempt was at the start of 2018 with one of my modules. I used a variety of applications like eFundi, Whatsapp, Articulate Storyline, Kahoot, Powtoons, Stripgenerator and Camtasia, to name but a few.

Where do you use this technology? Students had to prepare for each class via the eFundi page, and then in the classroom itself as I teach.

How does this technology benefit the students?

- Feedback stands central to effective education and learning. I provide timely and constructive feedback via WhatsApp; students ask questions and I answer then in real time. This is especially helpful when students have to go out for work-integrated learning. A number of students asked questions via our WhatsApp groups and it was great to see the students helping each other, but I could also help them while they were at schools in real time. This helped students to learn and explore teaching right where they are via cooperative learning.
- Using other technology like eFundi, storyline, PowToons, Stripgenerator, and Camtasia gave me an opportunity to create content that they could learn from and another way of thinking about content in their own teaching. It was important for me that the students know that they can create their own content.
- Lastly, I used Kahoot and Socrative to do assessment for learning and not just assessment of learning. I let the student discuss the answers during these assessment sessions and thus they learn from each other.

Do you incorporate the NWU's services with the technology you use? (e.g. eFundi or Wifi in the lecture halls?)

- Most definitely. I lean heavily on these technologies in my classroom. I use eFundi as a tool central to my teaching. Students use it to prepare for class and I then adapt my teaching to their answers. I use it for communication, attendance, forums, and engagement with my students.
- The Wifi is very important in my class. Sometimes it is a bit spotty, but I use it in my assessment for learning with Kahoot and Socrative. I use it so that students can chat in real time in the class via eFundi. I use a number of apps that need internet and Wifi. One of the classrooms I teach in still has older technology, so it doesn't have a document camera, which is quite important for showing books when teaching a language. I can then use my tablet as a whiteboard, so the document camera helps a lot.

Looking back... Is there anything that you would like to do differently next year?

- I would like to implement it in more of my courses and incorporate more student involvement by changing how they present assignments. I think that I will ask students next year to use some apps to create the assignments, like making videos, Google Apps, padlet and Prezi.

How does a typical class setup work? Do the students connect with their phones and participate interactively?

- Student involvement is very important for the running of my classroom. Student involvement is very important for the running of my classroom. Before the classes started I created my eFundi page with clear instructions so students would know how and where to find everything they needed. I exported the whole guide as a pdf as well so students could access it even if they did not have internet access all the time. I exported the whole guide as a pdf as well so students could access it even if they did not have internet access all the time.
- I upload all my teaching media (PowerPoints, Prezi or any presentation, podcasts of work, PowToons, depending on the content I use) at the beginning of the year. Students must read that presentation before our class and then answer questions on eFundi. These questions require short answers, longer answers, the drawing of pictures, or the creation of teaching aids.

IMPORTANT ADVICE

"I furthermore think that we are in an environment where we are chasing the integration of technology and sometimes it feels like we are trying to 'keep up with the Joneses'. Each of us should use what we are comfortable with ."

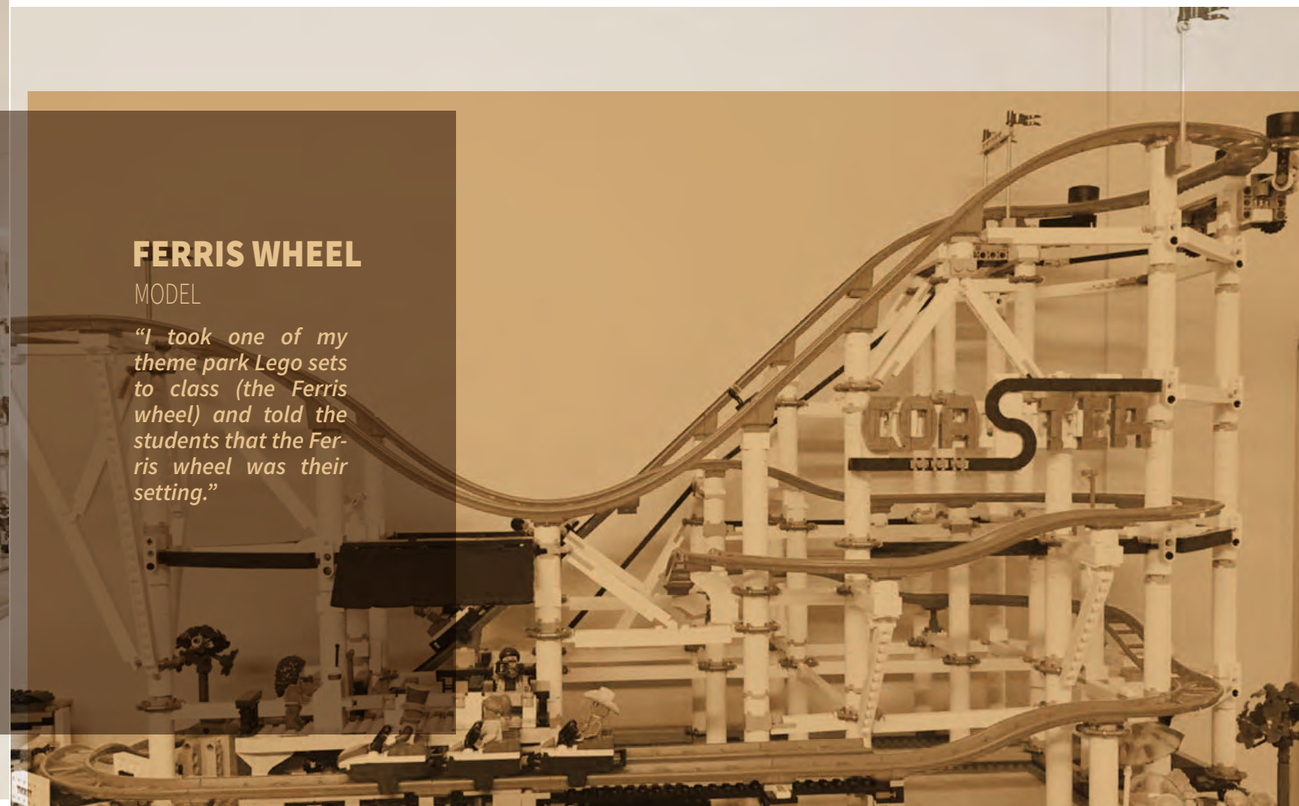
- Before my class I look through these answers and adapt my presentation for that day's class. The aspects that I could see students struggling with in their preparation becomes the focus of our class.
- During our class, without students knowing when, I use some sort of app (Kahoot or a short question on eFundi) to check attendance and engage them in the class.
- Students also complete a 10-point test on eFundi. They have time from Thursday to Friday each week to complete it. It covers the work done that week and helps me identify any issues students have with the content.
- All of these smaller assignments accumulate to a formative mark and then there are two summative assignments throughout the semester that I mark by hand to make sure that I incorporate different learners' strengths in my coursework.
- I run a subject WhatsApp group in the semester to allow students to engage with each other. They answer each other and if need be either me or my SI leader helps students with any questions. This is especially important for the distance learners.

A word of advice...

"From student support point of view, I think that the most important thing is to always take your end user into account. Understand what their relationship is with technology and look at how platforms like Instagram, Facebook, and Twitter work for them. How they use technology, and how it could be used in the classroom. Then we can understand how we should adapt our technology use in our classroom."

Start exploring with something that you know and then move to something new. Build your own confidence with technology. Many lecturers try something for the first time in class. Try it again and again before you incorporate it in your classroom.

That being said, never be scared to try something new. Technology is an exploring game. What might work in once class might not work in another, so don't use something just because it works for someone else. Use technology that works in your context. Use technology that suits the pedagogy of the particular content you are trying to teach, and never be scared to ask a question.



FERRIS WHEEL

MODEL

"I took one of my theme park Lego sets to class (the Ferris wheel) and told the students that the Ferris wheel was their setting."

Technology does not have to imply the use of electronic devices. Sometimes merely thinking differently about teaching and using different resources can help to enhance student learning. For one of my modules that focuses on writing I incorporated Lego, since I am a Lego collector. In the traditional model of getting students to write, especially in school, we give them generic themes to write about.

HOW THE GAME IS PLAYED

- Next, students drew a character from a hat. There was a police officer, an ancient roman, a child, and a clown, among others.
- After selecting a character, students were presented with the type of text (school format) they had to write, for instance an advertisement, formal letter, descriptive essay, and more.
- The language component that they had to illustrate through the text was also printed on the paper. Thus the students had to write a certain type of text in a specific setting with a specific character for the teaching of an Afrikaans language component.
- At first the students struggled with the assignment, but after presenting them with video podcast (via eFundi) on what the text should look like and how they could integrate the components, it was great to see how their texts and creativity developed.
- Later in the year, when I had to assess their work-integrated learning (practical teaching), it was inspiring to see how the students had incorporated their own content and creativity in their teaching, and the learners enjoyed it immensely.

LANCE BUNT

Presentation
Mr Lance Bunt
Presented at mLearn 2017

What is important to you in life?
People. Young and old. Wise and inexperienced, alike;
The pursuit of knowledge;
Music (Rock 'N Roll—and all sub-genres);
The arts; and
Creating things (games, documents, pieces of art, concepts, etc.) and making them look aesthetically pleasing to the viewer.

BACKGROUND

WHO IS...

Lance Bunt?

What motivates you to come to work every day and make a difference?
An unwavering commitment to my students. They are not just blank faces in large lecture halls—they are human beings with convictions, hopes and dreams; and I am also passionate about visual design and pushing the field of serious games into a more practical, user-centered space.

Why do you want to make a difference?
The world is in a funny place right now. Political tensions are rising. People are less connected than ever (despite social media). We tend towards tearing down and destroying before encouraging and building up others. I would simply like to show the people around me that they do not have to take themselves and their lives so seriously. Academics, especially, should begin injecting the spectacle, drama and theatre that once underpinned the disciplines into their courses. We need to engage our students on a higher level; a more exciting, basal level.

More about your students?

- My audience/student strata is stereotyped as being "shy" and "introverted" by broader society. My job is to instil in these individuals the tools required to be effective not only in their professional capacity, but in their personal lives as well;
- These "soft", "non-technical" or "transferable" skills are considered to be the cluster of personality traits, social graces, grasp of language, personal habits, friendliness and optimism in both work and private environments.

Which subjects do you teach?

"ITRW 315, Communication Skills. It is a first semester module for 100+ third year students, but will be transitioning to second year as of 2019; once I obtain my Masters degree next year I will be given more teaching and learning responsibility... and additionally, I work as a graphic artist and game designer for the Serious Games Institute of South Africa (SGI-SA).

A WORD OF ADVICE...

to other lecturers who wants to use technology as part of their lectures?

"Don't approach teaching and learning with hesitance or arrogance. Be honest. Be open. Be willing to fail, and be willing to fail in a blaze of glory. We are all learning, and it becomes easier if we do so together."

MORE ABOUT THE TECHNOLOGY

BACKGROUND

something to keep in mind...

"Students in our classes (in 2018) are completely different to the students of previous years..."

● "I have always been in favour of lecturers and academics embracing technology to make their lives (and the lives of their students) easier. I come from an academic support background, having worked for Academic Development and Support (now CTL) for nearly four years. I developed eLearning material for lecturers to support them in their modules and tapped into my passion for design whilst doing so; and

● Students in our classes (in 2018) are completely different to the students of previous years. They are cynical, bored and do not pay attention to a speaker for more than 10/15 minutes.

Tech can help us reach these students and play the ballgame on their level—hence the incorporation of podcasts and streaming (through Twitch) into my module."

Who was involved in this project?

- Aside from myself, I would regularly run my ideas for the setup of my eFundi site [and the various ancillary techniques used on the platform] by my colleague, Mr. Japie Greeff (head of SGI-SA). We would bounce ideas for assessments and other teaching-learning related goodness off of one another; and
- The Centre for Teaching and Learning (CTL), and in particular Dr Marieta Jansen Van Vuuren, would often offer guidance and helped ground the ambitious ideas I had for the module and site.

What happened previously for you to make this decision?

- My class became larger this year (2018). I had 70-odd students last year and nearly 130 students this year. I therefore intended to use eFundi (LMS) as my base of operations and chief tool for communicating various subject-related news, announcements, assessments and polls with my students;
- **Streaming** allows for a multitude of benefits for my students: rich content delivery, good levels of interaction (chat function), a sense of urgency and greater timeliness; and
- **Podcasts**, complimentarily, are great for: affording students the chance to blow off steam and converse informally about the content of the module; accessibility; iteration; anecdotes; and disseminating ideas.

Where did it all started?

Semester 1, 2018. All of the "novel" interventions I used (streaming, podcasts, Adobe Spark) where embedded into eFundi are run through the LMS.

Is there anything that you would like to do differently next year?

- 2019 will be interesting, as the module moves from third year to second year. This means that myself and the Potch lecturer (Prof. Estelle Taylor) will be expected to teach much larger classes. I foresee us needing to implement and emphasise our digital approach MUCH MORE in future; and
- I hope to explore the potential for the introduction of a serious game into the coursework (already on iteration 2 in terms of development). The game myself and my colleague have developed is called "Gr8 Success!" and we hope to roll the tabletop serious game out in 2019!

IT@NWU INFRASTUCTURE

Incorporating IT@NWU services **with the technology he uses...**

'Indeed.' He replied: "The LMS (eFundi) and NWU WiFi were central to the implementation of my interventions."

How does a typical class setup work?

- My teaching philosophy is unique in that I "speak the language of the students." I feel no need to make evident that I am superior in intellect or experience to the hundred-plus students in front of me during contact sessions—I reject the "sage on the stage" approach). Luckily, I am still young (27). So I feel more in tune with the wants and needs of my class;
- I typically make use of multiple informal assessments during these classes, and I like to call them "challenges". Viral trends typically involve some form of challenge (e.g. Ice Bucket Challenge), which I like to draw from when working physically with contact students; and
- Students are expected to work in learning circles inside and outside of the classroom, so my LMS directs the flow of the semester; with myself and my class actively riding the roller coaster ride together.

A bit of background...

Before we learn more about this technology, let's meet Stephan Steyn. He teaches pharmacology to second and third-year Pharmacy students. Second-year subject material focuses on the drugs that influence the peripheral nervous system, while third-years learn about the pharmacology of antimicrobial drugs.

His inspiration…

Stephan's source of inspiration is the joy he derives from teaching and interacting with students in the class. *"I still remember what it felt like, sitting in pharmacology lectures as a student. Despite being lectured by some of the most experienced pharmacologists, I remember feeling overwhelmed and sometimes lost. Now, as a lecturer, whenever I walk into the classroom, my aim is to explain the basics of the specific module or lecture in such a manner that it enables the student to apply it to any applicable scenario with the required self-confidence."*

What matters in life…

...according to Stephan: *"First of all, enjoy life. I believe that the only way to do this is to enjoy what you are doing now. If you do not enjoy what you doing now, stop and change it. It is important to work and plan for the future and 'one day', but focusing only on 'one* day', *might make you look back and regret not doing more now. Secondly, surround yourself with people who positively influence your life choices. I once heard someone on a TEDtalk saying that you should apply the rule of thirds when choosing the people you surround yourself with. At least a third of the people you surround yourself should be so far ahead of you in life that you have something to aim for."*

STEPHAN STEYN

Wifi enables classroom engagement

Kahoot it is a game-based learning and trivia platform that students can engage in via their cellphones and the Wifi in the lecture halls...

"Technology assist in reaching students"

Why did you decide to use the technology that you use?

"I was looking for an alternative way to do 'roll call' in my classes. Signing class attendance forms is an administrative nightmare and at the end of the day, it doesn't really add to the student or the lecturer's class experience. Also, I wanted to assess the understanding of the students in real time. Even though we are living in a technologically progressing world, I believe the class discussions in today's lectures are comparable to the ones years ago – only a small number of students engage the lecturer, while the rest only start conversations during memo discussions. I therefore wanted to reach students and know what their understanding of a specific concept/drug/scenario was without pressuring them to raise their hand in class, if it made them uncomfortable."

He discussed his plans with Professor Linda Brand, their department head, and other colleagues in the department beforehand. Prof Linda also used Kahoot! in some of her lectures, and this led to his green-light moment.

How can this technology benefit the students?

IT@NWU's services supplied the vehicle for the means to an end.

As Stephan further elaborates: *"We currently use eFundi for standard admin purposes such as loading lectures and making announcements. The Kahoot! app is an online app for which we are dependent on the Wifi of the NWU for in-class use. Kahoot! is the first classroom or educational app that I've used, but based on the success thereof, I'm planning on broadening my use of technology for my lectures."* Another reason for his keenness in using this specific app is: "South Africans, in general are are very competitive – obviously some more than others. Kahoot! has a built-in points system for correct answers and the time it takes to answer the question. This point system creates a friendly and fun competition in class where the students also get an idea of how they are performing in relation to their peers."

When asked about the technology he uses, Stephan explains: *"My goal when teaching is to equip students with the appropriate pharmacological knowledge (I often locum in pharmacies, and find that self-confidence in terms of knowledge of medication is slowly fading), while also instilling in them the self-confidence to convey their message not only to the patient, but to other members of the healthcare team on an intellectual level. Pharmacists, at the end of the day, are the gatekeepers of the medication, and we therefore have to be able to make informed decisions and not purely dispense what is written on a piece of paper."*

Maryellen Weimer, teaching and learning expert, said: "If you have a student in class three hours a week for 15 weeks, and that student studies your course material six hours a week (I know, a near perfect student), that's 135 hours of the student's lifetime. That's the tiny slice of time you and your content have to make a difference in that student's life…"

MAKE LEARNING "AWESUM"

One of the best ways to get ideas and inspiration is to learn from others. The aim of this article is to share the creative and constructive ways in which NWU lecturers integrate technology into their classroom environments. Stephan Steyn, lecturer of the modules FKLG 212 and FKLG 311, has discovered that Kahoot! is an easy way to make learning "awesum."

Introducing Stephan Steyn

Lecturer
for the modules
FKLG 212 & FKLG 311

How does a typical class setup work?

"Students use their smartphones to log on to the Kahoot! app and then sign in to the specific test or quiz I created for them. Students are only allowed to log in with their student numbers as username to keep the results as anonymous as possible, yet still enabling me to get useful statistics, such as class attendance. A typical quiz consists of 10 questions, each with 4 possible answers and 45-60 seconds to answer the question."

LOOKING BACK...

To the question of whether he wants to implement any future improvements, he replies: *"Yes, I'd like to try out other classroom or education apps and also update my interaction with students with other online platforms."*

LASTLY... A WORD OF ADVICE

"I would encourage all lecturers to introduce technology into their lectures. Because of the extended periods we now have, there is more than enough time in a lecture to implement similar types of interactive methods. In my experience, the energy of the class is raised when they take part in the quizzes I compile, which could lead to spontaneous debates on specific topics. I believe that, at tertiary level, intellectual debate is one of the best methods of learning. Therefore, I support any method that encourages such behaviour amongst students."

Bibliography

Weimer, M. (2015). Working to Make a Difference. [Blog] Working to Make a Difference. Available at: https://www.facultyfocus.com/articles/teaching-professor-blog/working-to-make-a-difference/ [Accessed 22 May 2018].

Let's meet...

DR AMANDA DU PLESSIS

TELL US MORE ABOUT YOURSELF...

"I am a senior lecturer at the Faculty of Theology. I obtained my PhD degree in 2008. The theme of my thesis was 'The role of prayer in the inner healing process – a pastoral study'. My field of specialty is pastoral caregiving and counselling, and my focus area in research is about the cultural aspect of pastoral studies. (contextualization of pastoral studies). After 16 years' experience in practice, I joined the North-West University in 2011 as a post-doctoral researcher for four years. My first teaching and learning experience at the university was in 2012 and 2013 with the Faculty of Health Sciences where I lectured an ethics module for the third-year pharmaceutical students. In 2013 and 2014 I lectured pastoral modules at the Faculty of Theology in Potchefstroom. After a ten month break, I was appointed as a senior lecturer at the Mafikeng campus. In 2016 and 2017 I was responsible for the lecturing of seven undergraduate modules (Old Testament and Pastoral) and the facilitation of one honours level module (Ethics)."

Now, in 2018, I am only teaching two undergraduate Pastoral modules for contact students, as well as via whiteboard for the Unit of Open Distance Learning. Apart from my teaching and learning experience, my research background consists of academic articles published in accredited journals, a chapter in an e-book, and papers read at national and international conferences.

What motivates you to come to work every day and make a difference?

"What motivates me to come to work every day, is knowing that I – by the grace of God – can build into others' lives and make a difference. Being a lecturer of pastoral modules has its own challenges, because pastoral science is not a 'cold' science. Although the content of pastoral modules also includes a measure of theory and understanding, it is not just about facts and theories. The student's inner being and beliefs are affected by the content of pastoral modules that confronts the student with certain choices. In lecturing pastoral modules, the student is first of all a human being living in a broken world and in need of inner healing and grace. But, at the same time, they are students preparing themselves to be able to fulfil their calling in the community to bring inner healing, peace and grace to others. To be able to find a balance between these two ends, I must be careful to enclose realness or genuineness, non-possessive caring, trust and respect, and empathic understanding and sensitive listening when interacting with the students."

What is important to you in life?

"My family and faith is very important. Also, to live my faith in a practical manner, because I believe that faith should be a way of life."

Why do you want to make a difference?

"I believe that God has given each of us gifts, talents and abilities to honour Him with on earth and to serve others with. In this way, He is glorified. Although I am an introvert, I think that my love for other people and other cultures motivates me to serve them on a pastoral level and, to some extent, make their lives easier. "

MORE ABOUT THE TECHNOLOGY YOU USE...

eFundi set the basis for Multimedia

"As part of the ITEA programme, I learned to incorporate technology and multimedia in my teaching and learning methods. The first step was to move away from hardcopy study guides to an online, interactive study experience on eFundi."

A bit of history...

In 2017 I did the ITEA programme to evaluate and improve my teaching style and techniques. I found the programme to be very helpful, and would recommend that every lecturer participates in this. We tend to teach the way we were taught, but times have changed and our teaching methods should move with the times.

I first lectured PAST modules in 2014 at the Potchefstroom Campus, and I have to admit that it was only when I had to lecture these modules at the Mafikeng Campus in 2016 that I became aware of the shortcomings regarding contextualization of the content. Originally, the content was presented mainly from a Western perspective for application in a Western context, and I realized that most of the content was irrelevant to our African culture. This resulted in research about the theme of contextualization. I wanted the students to contextualise the content of the module in their particular background or frame of reference, with a deep understanding of the subject.

Incorporating IT@NWU services with the technology she uses - *see page 28*

"As I was mentioning earlier, moving away from the hardcopy study guide, involved the process of switching over to an electronic study guide. With the use of the Panopto program, I am able to record the lecturers and download them on eFundi. This is especially useful with the distance students, and also with preparation before examination. I worked with one of my colleagues to record a role-play of a pastoral conversation. Both of us used short clips of the recording in the classroom setting to illustrate certain aspects. The recording was downloaded to the eFundi site or the students could view it on Panopto. I also make use of YouTube videos, etc.

"eFundi's chatroom function is great for short discussions"

In my assessment, I use digital storytelling assignments where the students are allowed to use any digital platform, e.g., videos, photos, music etc. It is interesting to see how creative they are and how they enjoy this different approached."

PLANS FOR 2019

"I am planning to attend training sessions on how to use blogs, Padlet and QR codes in the learning experience, and sessions on designing a meaningful blended learning evironment and meaningful activities to support learning, especially how to incorporate it in online learning and via whiteboard with the distance students."

A WORD OF ADVICE

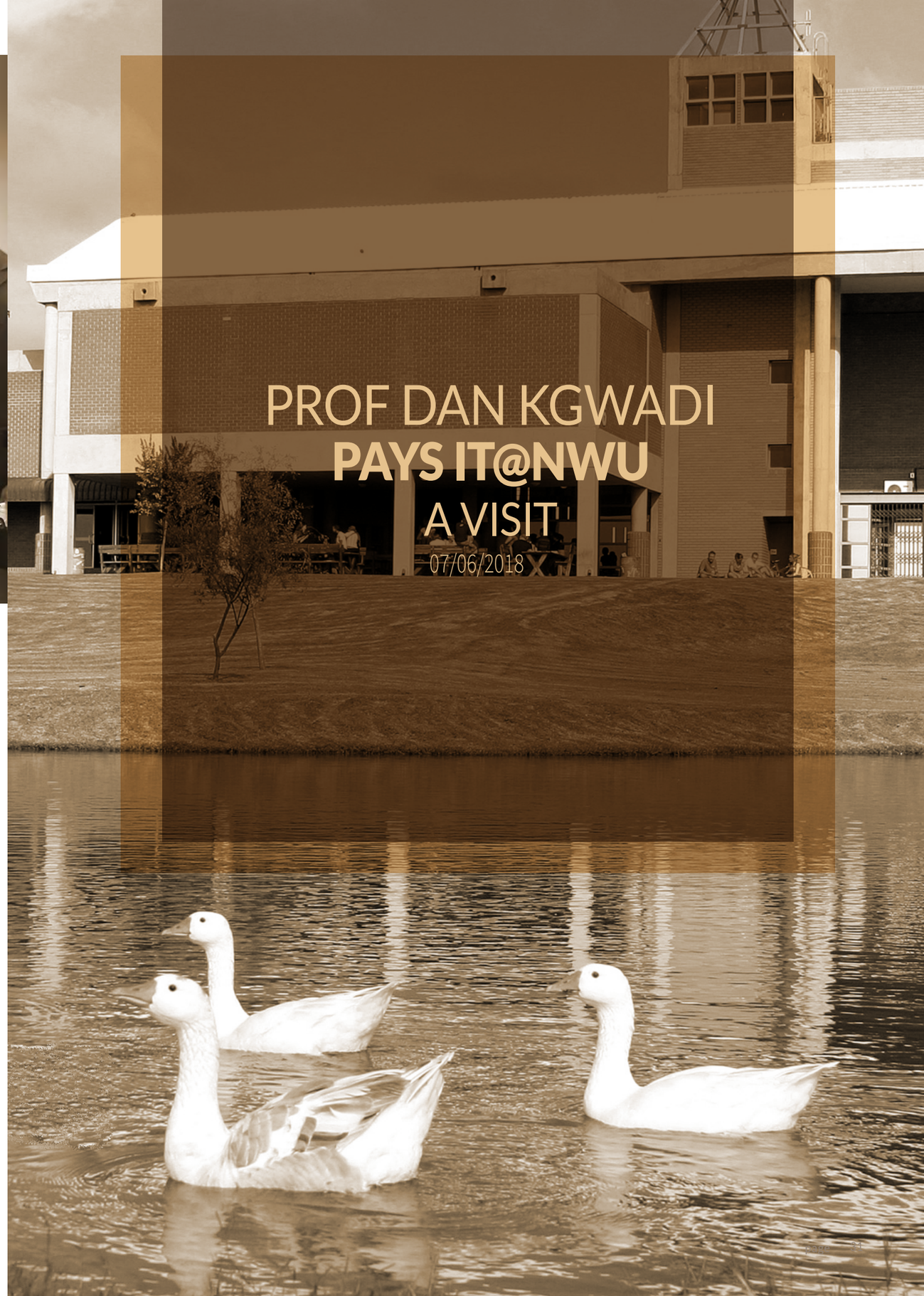
...to other lecturers who want to use technology as part of their lectures...
What should they should take into consideration?

"Make use of the training opportunities provided to us by the University and take part in the ITEA programme. It will help you to develop the necessary skills for meaningful teaching and learning."

IT STAFF VC

Back - left to right: *Frans Roodt, (Prof Dan Kgwadi visiting VC), Lerato Semela and Motlokwe Thobejane*
Front - left to right: *Yvonne Monnamme, Robert Azwidowi, Lorika Jansen, Thacks Mazibuko, Ashton Tebele and (Clement Manoko: Executive Director Marketing, visiting VC).*

"We are honored and feel privileged to have been visited by both VC Prof Kgwadi and DVC Prof Fika Janse van Rensburg together with other university management team." says Motlokwe Thobejane, VC's IT director.



PROF DAN KGWADI **PAYS IT@NWU** A VISIT

07/06/2018

THE ANNUAL TEACHING AND LEARNING CONFERENCE 2018

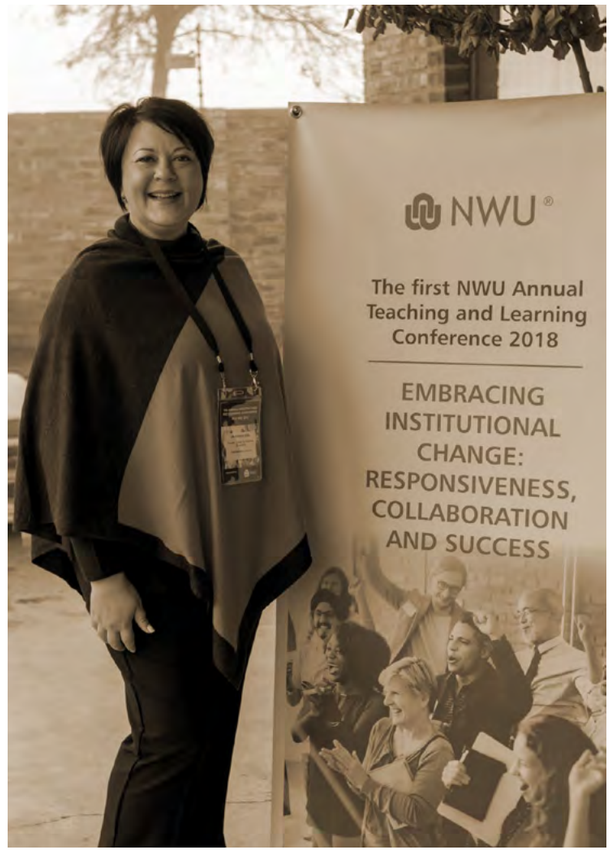
EMBRACING INSTITUTIONAL CHANGE

Responsiveness, Collaboration and Success.

"This special event to explore new developments at the NWU in which the emphasis on change in terms of all the aspects of teaching and learning, is show cased, explored and interrogated with a view to developing and enhancing best practice." Prof Robert Balfour, DVC Teaching and Learning welcomed guests and staff of the NWU.

CONCLUDING REMARKS

"We look forward to the NWU Teaching and Learning Conference in 2018 as a means of reflecting on our commitment student academic development, its relationship to the holistic development of students and our understanding of student success and how we achieve this in terms of pedagogies that are inclusive, participatory, collaborative and cooperative and which lead to the expression of self-direction in the curriculum in terms of design as well as delivery."



Dr Hennie Esterhuizen, Snr. Research Analyst, Potchefstroom Campus, IT@NWU

ACADEMIC & OFFICE SOLUTIONS

Designing the curriculum for a support model towards institutional digital maturity at NWU

The NWU Teaching & Learning Strategy (TLS) is focussed on inquiry based learning and collaboration through communities of inquiry (COI). The NWU Information Technology Strategy aims to work towards users' self-support. While academic staff and students at the university are supported towards the TLS through the NWU Centre for Teaching and Learning, non-academic staff are also required to apply twenty-first century skills in a variety of roles and responsibilities. The focus on the university as a unitary institution and the resultant restructuring require increased utilisation of videoconferencing. However, concerns over unproductive videoconferencing utilisation requested halting infrastructure expansion until a viable support model for videoconferencing could be implemented. Other requests for virtually connecting lecturing venues together across campuses for shared student experience increase demand for infrastructure investment and empowering staff, with similar challenges as videoconferencing meetings. In this presentation, analysis using design-based research investigates a case of digital communication at NWU, presenting a position for further inquiry, stating that successful empowerment for the information age could be achieved by building digital literacy, utilising principles on which the TLS is predicated to empower all staff. In particular, developing a curriculum to activate communities of inquiry — which are not easy to establish in practice — to prepare and empower for thriving in continuously-evolving technology environments. Mechanistic methods of technology training characterised by "just in case" continuously outdated content-based once-off courses are ineffective. Digital maturity at the level of regeneration involves active COI, producing preferred practices, developing attitudes, building confidence, compiling requirements to be presented to NWU IT for future planning, preventing provision of top-down technological solutions due to ambiguous user requirements. This presentation calls for initiating a collaborative design process of building a curriculum for a support model towards institutional digital maturity and obtaining a visible commitment from management to effect it.

A NEW SYSTEM TO REPORT IT FAULTS / INCIDENTS

Will soon replace IT-Help

Why are we changing?

THE BENEFITS OF THE NEW SYSTEM ARE AS FOLLOWS...

- Develop and implement a single and repeatable Incident Management and Request Fulfillment solution to replace “IT-Help”.
- Clearly define the roles and responsibilities required to execute the activities of Incident Management and Request Fulfillment processes.

WHAT ADDED FEATURES BENEFIT THE CHANGE?

- To align all IT staff and student service desks of the three campuses.
- Identify the key policies that support the Incident Management and Request Fulfillment processes.
- Improved Reporting and Management features.

SERVICE MANAGER PROJECT TEAM

Back - left to right: *Zak Van Heerden ,Gerhard Goossens, Paul Buys and Edward Jantjie.*
Front - left to right: *Lapies Aphane, Ashton Tebele, Thacks Mazibuko and Thys Snyman.*

“The project team will communicate over the course of the coming weeks“

NATE 2018 ASAUDIT

THE NATIONAL ASAUDIT TECHNOLOGY EVENT 2018 WAS HOSTED BY NELSON MANDELA UNIVERSITY IN PORT ELIZABETH FROM 19-21 JUNE.

Photo: Back from left to right
Jimmy Venter, Barend Pretorius, Hennie Esterhuizen, Jurgens Human and Houston Matthews.
Front from left to right
Ryno Hugo, Adelle Lotter, Boeta Pretorius, Ashwin Adams, John Molefe, Edward Jantjie and Zak Van Heerden.

WELL DONE

"ONCE AGAIN, THE NWU-IT WON THE PRIZE FOR THE MOST PRESENTATIONS AT NATE"

The National ASAUDIT Technology Event brings the higher education ICT community together to share ideas, learn from experiences and build a network of fellow practitioners. Technical decision makers and IT staff from all 26 public universities of South Africa including the CIO's and IT directors are invited to attend. This event has several plenary sessions as well as multiple tracks running simultaneously covering a wide variety of technical themes.

PRE-NATE ACTIVITIES

Adelle Lotter, Ciellie Jansen van Vuuren, Gerda Schillling & Hennie Esterhuizen
Blended Learning SIG meeting

Opening and Welcome

Boeta Pretorius
ASAUDIT director & Chief Director IT - NWU

Presenters

Houston Matthews and Ashwin Adams
Basic presentation to show how AI (Artificial intelligence) can improve IT Services within the university environment.

NATE Presentations Overview

- Adelle Lotter & Ryno Hugo, NWU - Nextcloud: NWU Cloud Solution
- Barend Pretorius, NWU - Virtual Future of PC Labs
- Edward Jantjie, NWU - Virtual queue
- Hennie Esterhuizen, NWU - Proper operation of audio systems installed in university sound reinforcement and videoconferencing environments
- Houston Matthews and Ashwin Adams, NWU - Using AI to improve IT Services
- John Molefe & Jimmy Venter, NWU - Enhancing Distance Learning at the NWU
- Jurgens Human & Jimmy Venter, NWU - Storage problems? What storage problems…
- Zak van Heerden, NWU - Cloud Computing: What is your end-user strategy?

Read more
http://services.nwu.ac.za/it-news/nate-2018

NWU INTERCULTURAL COMMUNICATION WORKSHOP

The NWU DVC: Research & Innovation- Prof. Refilwe Phaswana-Mafuya cordially invited everyone to a prestigious Intercultural Communication Workshop that was being held by the Office of Global Engagement on the three campuses.

The workshops were held on the following dates:
15 May 2018 Potchefstroom Campus (Crista Galli)
16 May 2018 Vaal Triangle Campus (Stonehaven on Vaal)
18 May 2018 Mafikeng Campus (Protea Hotel Mahikeng)

Discussion points involved the following aspects:

- *Key Concepts of Intercultural Communication (Cultural Identity; Culture, Communication and Intercultural Communication; Communication and the Communication Process, Verbal versus Non-Verbal; Cross-Cultural Differences; Intercultural Perception; The Effective Intercultural Communicator; Language and Communication; Communication Strategies)*
- *Striving for Equity and Excellence in the Classroom*
- *Steps of Intercultural Learning: Bringing Awareness of Cultural Competence to a University Campus; Intercultural Sensitivity; Widening Cultural Horizons; Developing an understanding and respect for other cultures; Building constructive and interactive relationships in a multicultural context; Addressing intercultural conflicts; and ways to know if you are culturally and linguistically responsive).*

IT@NWU
ATTENDED THE WORKSHOP
From left to right
Geraldine Gerhardi, Dr. Hyoshin Kim & Yvette Labuschagne.

Our expectations were to gain more insight, with regards to the following:

- Key concepts of intercultural communication
- Intercultural awareness and intercultural communication skills
- Diversity and inclusion in educational environments

EDUCATION Dr. Hyoshin Kim

Doctor of Education Harvard University, Graduate School of Education, USA
M. Ed. Harvard University, Graduate School of Education, USA
B. A. Ewha Womans University, Seoul, Korea
Professional Certificates & Licenses
-Certificate in Intercultural Studies, UBC, Centre for Intercultural Communication, 2003-05 Teacher Certificate

BIOGRAPHY OF DR HYOSHIN KIM

Hyoshin Kim has been a teacher for more than 20 years, and has worked in England, Korea, Japan and Canada. She has taught intercultural communication courses at governments, multinational companies, and academic and non-profit organisations, as well as courses on global citizenship and media literacy.
After earning her bachelor's degree at Ewha University in Seoul, Korea, and master's and PhD degrees from Harvard University, Hyoshin managed an international technology education project in St. Petersburg, Russia and Almaty, Kazakstan. She has worked as a court interpreter, and has been an interpreter and translator in the health care, tourism and literature sectors.
Hyoshin currently teaches courses at The University of British Columbia (UBC) in strategies for effective intercultural communication, and culture, technology and communication in virtual learning environments. She has presented at a number of academic and professional conferences across Canada, the US and France. Hyoshin was a key contributor in the development of the UBC Certificate in Translation and Interpretation.
In addition to Korean and English, Hyoshin speaks Russian, Chinese and French. She believes that intercultural competence is a key skill for interpreters and translators.

QUALIFICATIONS SUMMARY

- *10 years of Successful Teaching experiences in Post-Secondary Intercultural Communication Courses*
- *In-depth Knowledge of Intercultural Communication Theories and Inclusive Teaching Practices*
- *10 years of Experiences in Teaching Online courses on Blackboard, Connect, & Moodletural conflicts; and ways to know if you are culturally and linguistically responsive).*

Office

TELEPHONES

DESCRIPTION

Change Service Class & Pick Groups

- The Service Class determines what type of calls may be made from the extension, e.g. Internal (on campus or between campuses) or International.
- Pick groups enable a preset group of extensions to answer each other's calls from any extension in the group.

THIS SERVICE IS AVAILABLE TO:

Staff

HOW DO I REQUEST THIS SERVICE?

First you have to log a ticket, specifying the service you need:
(1) Change Service Class or ;
(2) Pick Groups.
For Change Service class, provide us with:

- Extension number
- Service class(es) choosing from (Internal calls, National calls, International calls, Local calls, Only using codes)

For Pick Groups, provide us with:

- Extension numbers that are to be part of or form the pick group.

More Information on this service?
http://services.nwu.ac.za/it/sc/telephony-service-class-pick-group

To help with the process, please use the Office Telephone Request Form below.

- Mafikeng
- Potchefstroom

TELEPHONES Office

Alternatively
Contact your campus IT Service Desk.
Mafikeng (+27 18) 389 2013/6
(+27 18) 389 2454
Potchefstroom (+27 18) 299 2700
Vaal Triangle (+27 16) 910 3324/8

IT SERVICES FOR STUDENTS

Mafikeng Campus

BUILDING A1

Room 130

LAPIES APHANE

Manager IT Services for Students

If a student experiences an IT-related problem, what should he/she do? *"They are welcome to visit us so we can assess the problem. Unfortunately, we do not stock any hardware; if the device is found to be defective, we will refer the student to an approved vendor. Software-related issues will be evaluated and attended to."*

What should students keep in mind when bringing their laptops to IT? *"To bring their laptops in fully charged, as space is limited and we cannot provide every student with a spot to charge their laptop.*

What is important for students to be aware of regarding Wifi setup? *"Students should keep in mind that the only antivirus software allowed on their devices is Windows Defender.*

IT STUDENT SERVICES

Available:

- IT Student Service Catalogue
- IT Student Software Catalogue

Additional resources:
Self Help Forum
Facebook: *http://www.facebook.com/Instapdiens*

Which operating systems do you support? *"We do try to support a variety of operating systems. We are able to troubleshoot a limited number of Mac OS or Linux issues. We support all Windows platforms and are able to resolve most issues experienced on these platforms. Students should also remember that connectivity is determined by what the Network Access Control (NAC) supports, which is Windows 7, 8 and 10, and certain versions of Linux and Mac OS."*

Are there guidelines for the protection of the IT infrastructure and the use of computer facilities? *"Yes, there are. Our rules are available on the web at http://services.nwu.ac.za/sites/services.nwu.ac.za/files/files/information-technology/documents/Rules-guidelines-ITinfrastructures.pdf "*

How should students go about utilizing the Student Technology Programme (STP) initiative? *"Van Schaik's Bookstore is the exclusive retail partner to visit. You can also read more about it at https://www.vanschaik.com/page/student-technology-programme-at-van-schaik"*

ABOUT STP
The Student Technology Programme (STP) is an Association for South African University Directors of Information Technology (ASAUDIT) initiative that empowers students by offering them approved laptops based on University criteria suitable for academic purposes at pre-negotiated prices. In partnership with Van Schaik Bookstore as the exclusive retail partner, students have peace of mind that not only will they get good quality laptops for their studies, but that there is after sales support in place.

THYS SNYMAN

Supervisor IT Services for Students

Potchefstroom Campus

BUILDING F20

Room G49

Vaal Campus

BUILDING 25

Room K09

BUSINESS HOURS
Monday - Friday, 8:00 - 17:00
(Closed weekends and Public holidays)

ROBERT AZWIDOWI

Head of IT Services for Students

Which Software are allowed on student's devices?

- Afrikaans Spellchecker
- Antivirus Software
- eFundi
- eFundi *MOVE*
- Google Drive for Students
- Matlab
- Office 365 *ProPlus*
- Site Administration & Access Con*trol (NWU-SAS)*
- Survey Analytics / QuestionPro
- VPN (Virtual Private Network)
- VPN Limited (Virtual Private Network Limited)
- Windows 10 for Home Use

Student Training

"We do provide training sessions for the students which at the moment include Ms Word, Excel and PowerPoint. Google drive training is given on occasion if there is a group request." Robert informed.

MARKETING EVENTS

OPEN DAYS

offer an opportunity to inform prospective students about the services that IT@NWU have to offer

IT@NWU formed part of the various activities characterised by information stalls and exhibits.
Prospective students had a chance to find out more about the IT services available to them. This include amongst other, free services like Office 365, Wifi and Internet. Upon asking a question, the prospective students were eligible for a prize draw, this created quite a buzz of curiosity!

"Some of the typical information the students wanted to know was, how does the University's internet work?"

The main aim, was to inform prospective students about:

- *Free internet*
- *Free IT support*
- *Access to Microsoft Office 365 ProPlus.*

BACK IT UP

THE ONLY WAY TO PROTECT YOURSELF AGAINST VALUABLE DATA LOSS IS THROUGH REGULAR BACKUPS. IDEALLY, IMPORTANT FILES SHOULD BE BACKED UP AT MINIMUM ONCE A WEEK, OR EVERY DAY, DEPENDING ON HOW CRITICAL THEY ARE TO YOU.

Personal Backup Plan?
Do you have one?

The only way to protect yourself against valuable data loss is through regular backups. Ideally, important files should be backed up at minimum once a week, or every day, depending on how critical they are to you.

Back it up, anyways...
These days, our digital devices contain vast amounts of data, from family photos and music collections to financial/health records and personal contacts. While convenient, storing all this information on a computer or mobile phone comes with the risk of being lost.

A data backup is a simple, three-step process
Many computers come with backup software installed, so check to see if you have backup software. Most backup software programs will allow you to make copies of every file and program on your computer, or just the files you've changed since your last backup.

- *Make copies of your data*
- *Select the hardware or method to store your data*
- *Safely store the backup device that holds your copied files*

Source: https://er.educause.edu/blogs/2017/9/september-2018-do-you-have-a-personal-backup-plan
https://staysafeonline.org/stay-safe-online/online-safety-basics/back-it-up/

NEED MORE HELP?
CONTACT YOUR CAMPUS IT SERVICE DESK.

Mafikeng
(018) 389 2013/6
(018) 389 2454

Potchefstroom
(018) 299 2700

Vaal Triangle
(016) 910 3324/8

HERE ARE LINKS TO BACKUP UTILITIES IN POPULAR OPERATING SYSTEMS:

APPLE
- Back up your Mac
- Time Machine
- iCloud for Apple iOs devices (iPads, iPhones, iPod touch, etc.)

WINDOWS
- Windows 10
- Windows 7 and older

When you conduct a backup, the files will have to be stored on a physical device – such as a CD, a DVD, a USB flash drive or an external hard drive – or on the web using cloud-based online storage.

- CDS, DVDS AND FLASH DRIVES:
These are best for storing small quantities of photo, music and video files.

- EXTERNAL HARD DRIVE:
If your computer serves as the family photo album and music library, it's best to get an external hard drive that plugs into your computer (preferably via a USB port). This way, you can assure more adequate storage space for all of your files. Copying information will also be faster with these devices.

- ONLINE BACKUP SERVICES:
If you don't want to hassle with new hardware, there are many online backup services available. You simply back up your files to a secure server over the internet. These services have the added advantage of safely storing your files in a remote location and the files can be accessed anywhere you have a connection to the internet. This can be valuable for people who travel a lot and may need to recover files.

After setting up the software and copying your files on a regular basis, make sure you keep your backup device somewhere safe.
Some ideas include a trusted neighbor's house, your workplace and a safe and secure place at home that would likely survive a natural disaster. Keep your backup device close enough so that you can retrieve it easily when you do your regular backup.
Other software programs are available for purchase if your system does not have a backup program or if you're seeking other features. Ideally, you should back up your files at least once a week.

- In addition

Visit the following link:
Google Drive for Staff

RANSOMWARE

A GROWING CYBER SECURITY THREAT

WHAT CAN I DO?

BACK UP
your files
at least once a week

REMEMBER THE THREE STEPS

- *Make copies of your data*
- *Select the hardware or method to store your data*
- *Safely store the backup device that holds your copied files*

What is Ransomware?

A type of malicious program that denies you to access your computer until you pay a sum of money.

- File Encryptor Ransomware

Encrypts your personal files or folders and demands payment to open those files e.g. CryptoLocker

- WinLocker Ransomware

Locks your computer screen and demands a ransom for unlocking it but will not encrypt any files

REDUCE THE RISK

SCAN YOUR DEVICE REGULARLY

1
STEP

Take note

NEW EMPLOYEES

Chris Muhabe
Douglas Chauke
Johan Schoonen
Lizwe Njani
Mokgadi Mantje
Neil Prinsloo
Nolan Struben
Paballo Ramodia
Pieter Rademan
Sibusiso Wakhaba

TO OUR NEW EMPLOYEES, WELCOME TO THE TEAM. WE LOOK FORWARD TO HAVING YOU ON BOARD.

Resignations

Wilna Oosthuizen
"It is hard to say goodbye to a colleague, but we wish you well on your future endeavors!"
IT@NWU

Congratulations

To each and everyone who celebrated a birthday: *"We hope you have a wonderful year ahead, filled with many surprises and lasting memories that you will cherish in all the days ahead."* **IT@NWU**

New Arrivals

"Congratulations on the newest addition to your family." **IT@NWU**

Johann Olivier - Baby girl
Nkululeko Khomo - Baby girl
Houston Matthews - Baby boy

Condolences

- **Motlokwe Thobejane's grandfather passed away.**
- **Roald Van Den Berg and Johann Olivier's grandmother passed away.**
- **Pabi Ramodia lost her father-in-law after a long sick bed.**

"Our deepest sympathy to you and your family for those of you who had suffered a loss.
Our hearts go out to you in your time of sorrow."
IT@NWU

IT@nwu

SHOULD YOU WISH TO PROVIDE US WITH FEEDBACK, PLEASE FEEL FREE TO DROP US A N EMAIL AT

talk2IT@nwu.ac.za